

ASTUDY OF THE FACTORS AFFECTING ATHLETES
MOTIVATION IN ETHIOPIAN ATHLEICS
FEDERRATION

BY

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Abbreviations and Acronyms

- EAF -Ethiopian Athletics Federation
- CAA -Committee of Athletics Association
- IAAF - International Amateur Athletics Federation
- FSC - Federal Sport commission
- ERG - Existence related and growth
- HM - Human Resource Management
- NFA - Need for Affiliation
- TAT – Thematic Apperception
- RAS- Reticular Activating System

Abstract

The major purpose of the study is to assess Athletes' motivational factors and to see the gap between what the athletes expect to gain from their work place and what the federation offers to them .The thesis reviewed different concepts related to the topic. The study adopts descriptive research design and both probabilistic and non probabilistic research design were used within the study. From the probabilistic simple random formula was used. The study was used both qualitative and quantitative research approaches.

Besides data was collected through questionnaire and interview and analyzed using percentage, graph and table. The study identified that, the intrinsic and extrinsic factors are important motivational factors, the reward system is not tied to work place, praise to well performance found to be less, treatment of athletes, is not compatible to other similar federation. Therefore, the researcher concludes that, since the existence and success use of any federation is highly dependent on its efficient and effective utilization of human resource, this human resource needs to be given special attention and treatment. Finally, the following recommendation is suggested. Proper system for recognitions ,merit based promotion ,opportunity for growth and achievement ,participation and decision making ,reward system based on performance ,clear and effective system of performance evaluation ,constructive criticism for failure and praise , good salary and sympathetic help with persona problems in order to augment staff moral , performance , productivity and satisfaction should be institutionalized by the federation.

Key terms: athletes' motivation, intrinsic and extrinsic factors, human resource, merit based promotion, reward system, sympathetic

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Motivation is necessary for developing and performing athletic skills. It is what drives the athlete to successfully acquire a skill through long and arduous practices. The definition of a motive, associated with motivation, is stated in Webster's New World Dictionary as "some inner drive, impulse, intention, etc. that causes a person to do something or act in a certain way..." . High school coaches often find that motivating adolescent males and females can be particularly challenging (Robert et al, 1992). Although motivation can be sometimes difficult to achieve, attention to social influences and using techniques of reinforcement, feedback, and goal setting are ways that can instill motivation in the adolescent athlete.

Adolescents are influenced by their peers, parents, and the social factors that surround them. These aspects shape the behavior of these youths and affect their motivation towards athletics. In a study by Rychman and Hamel (1992) some of the main reasons why female adolescents engaged in sports activities were to make friends, keep existing friends, or a combination of both. However, it is important to note that the athletes who had a greater history of sports participation were more strongly oriented towards their performance. These athletes also required less support and reinforcement from coaches and team mates than did athletes from a less sports oriented background. This study indicates that less experienced players require extra encouragement and support than do more experienced players. Therefore, some emphasis on the social aspects of being on a team should be encouraged.

Coaches must also be perceived by the athletes as honest and caring (Petronio, Martin, and Littlefield, 1984; Westre and Weiss, 1991). These characteristics help and support athletes in practice and competition, also, athletes will work successfully with someone they like.

Students may volunteer for high school sports teams because of several factors. Parental or peer pressure may have encouraged them, or perhaps they want something to be identified with. Unfortunately for the coach, the former reason can be difficult to deal with. It can be quite

challenging to make someone enjoy himself or herself or to want to participate. However, certain yet-to-be-discussed motivational techniques can be helpful. Also, with patience, learning about the required skill can result in motivation (Magill, 1989).

In regard to the social factors and peer or parental pressure that affect adolescent motivation, emphasizing social interaction with other athletes, providing support and encouragement to newcomers, having the athletes believe in their coach as honest and caring, and patience will help in motivating these youths.

Using positive reinforcement can be a part of motivating the adolescent athlete. Black and Weiss (1992) researched this technique in a study involving swimmers in three age groups; ten to eleven year olds, twelve to fourteen year olds, and fifteen to eighteen year olds. In the last two age groups, (twelve to eighteen year olds inclusive) verbal positive reinforcement and encouragement played a significant role in motivating the athletes. Reinforcement gives some indication of the knowledge of results in practice, but it does depend on whether or not the skill is being performed correctly. This knowledge is then applied to learning so that the athlete can improve on the required actions (Skinner, 1969). If the athlete is not improving, reinforcement can still motivate because it becomes a type of reward. This type of reward can be classified as an extrinsic motivator.

Similar types of reinforcement do not work in the same way for all athletes (Llewellyn and Blucker, 1982). Visual reinforcement (video analysis and comparison) may motivate one athlete, but discourage another. This is also true for verbal reinforcement. Negative criticism, on the other hand, detrimentally affects youth motivation levels. The study by Black and Weiss (1992), which was previously discussed, found that when adolescent swimmers were exposed to such criticism, their motivation dropped. This may happen because the athlete becomes angry, confused, hurt or a combination of all three (Jones et al. 1982).

Positive reinforcement and encouragement both help youth athletes become motivated to practice and perform well. Every athlete responds differently to different types of reinforcement and encouragement. What may motivate one athlete may discourage another. Negative criticism should be avoided as this tends to discourage the athletes.

Feedback, or knowledge of results, is similar to reinforcement but it provides much more relevant information to the athlete. Research has indicated that knowledge of results is essential to proper skill acquisition (Bilodeau, Bilodeau, and Schumsky, 1959). Black and Weiss also studied the correlation between the use of feedback and motivation. Their results showed that when information was given with encouragement, the athlete's motivation and self-perception of ability rose. It is interesting to note that the females who participated in this study depended less on the comparison with their peers and more on the feedback provided from the adults.

In regard to the format of feedback, visual feedback was much more instructional and useful than verbal feedback (Llewellyn and Blucker, 1982). This was especially true for beginners who had not yet mastered the technical aspects of the skills they were performing. In application, when verbal feedback is used, preferably after visual feedback, it must be precise and effectively communicated.

Feedback is essential to improve the performance of a skill. Knowledge of what can be done to perform better through visual and verbal aids help to improve motivation in adolescent athletes.

Goal setting can be the best motivator of all the previously mentioned techniques. Setting goals provides a step-by-step approach for adolescents to achieve their desired level of performance. Also, setting goals can help to intrinsically motivate these athletes to exercise, as documented by Tappe, Duda, and Menges-Ehrwald in 1990. This study found that adolescents were intrinsically motivated to reach their fitness goals and consequently exerted more effort towards that goal. With respect to gender, male athletes were more oriented towards winning and competition than females who tended towards personal best efforts and developing social and physical aspects (Rychman and Hamel). However, it is important to remember that this is a general statement and that every athlete is an individual. Another study of male, secondary school basketball players executed by Seifriz, Duda and Chi in 1992 reported that goal orientation helped in intrinsic motivation. This research supports the idea that setting goals helps in motivation, but it is also important to include the athletes and interact with them in the goal creation process. McKenzie and Rushall in 1977 studied this in an experiment involving

swimmers and recording performance. The results showed that when the adolescent swimmers were included in the recording and establishment of goals, their motivation increased. Consequently, as their motivation increased, their athletic performance also increased.

Goals can be either extrinsically motivated, (such as winning a trophy), or intrinsically motivated (such as a desire to improve technique). Adolescents are constantly being reinforced with extrinsic motivation rather than intrinsic motivation (Llewellyn and Blucker, 1982). This is somewhat unfortunate because coaches must constantly offer material objects to motivate their athletes rather than promote the idea of personal satisfaction from physical activity.

Goal setting is very valuable in motivating teen-aged athletes. Establishing goals helps athletes to work harder, and having them interact with their goals results in higher motivation levels. More emphasis on the intrinsic motivation of young athletes may help to curb the strong tendency to respond to the extrinsic motivation of material gain rather than personal improvement.

Although motivation is important to the athletic performance of adolescent athletes, one motivational technique is not better than any other (Llewellyn and Blucker). Providing such incentive can sometimes be a challenge to the coach, but it can be made easier if the coach pays attention to certain aspects that help in motivation. Parental and peer pressure and social factors can be dealt with by the coach by emphasizing social interaction, encouraging the less experienced players, and being honest, caring and patient. The amount of positive reinforcement and feedback is essential to motivating the athlete and to improving his or her athletic performance. Setting goals and involving the athlete in this process is also an effective motivator for these youths.

Many contemporary literatures defined the concept of motivation as;

- The psychological process that gives behavior purpose and direct in (Areitener, 1995) cited by vroomH.v, 1964:180-181.
- A predisposition to behave in purposive manner to achieve specific; unmet needs (Buford, Bedelm and Linner, 1998) (Ibids)
- An internal drives to satisfy an unsatisfied need (Hygines, 1994) (Ibd) and
- The will to achieve (Bede; 1993) (Ibd)

In this thesis, consistent with the above, motivation is operationally defined as the inner force that drives individuals to accomplish personal and federation goals.

As a definition of motivation, the existence and success of any federation is highly dependent on its efficiency and effective utilization of materials, financial and human resources (athletes). Among these, motivated athletes are the most crucial and delicate part of the discipline of federation practice.

Because of the special importance it has on the success and winner of the federation, athletes need to be given special attention and treatment.

Coaches knowing that athletes being have got complicated psychological makeup must use different skills and tactics in training athletes for the winner and score better results (performance) in the federation. This involves an exact determination of the basic motives at training. Hannagan, in his book "management concepts and practices" stated that among other things, the strength and motivation of behavior determine the quality and quantity of a person's performance.

To be effective, coaches need to understand what motivates athletes within the context of the roles they perform. Of all the functions a coach performs, motivating athletes is arguably the most complex.

This is due, in part, to the fact that what motivates athletes changes constantly (Bowen and Badhkrishana, 1991) cited by Berihunyehdego, 2008. For example, research suggests that as athletes' income increases, money becomes less motivational (Kovach, 1987) (Ibid). Also, as athletes get older, interest in work or training becomes more of a motivator. With so many different views of motivation, how can a coach utilize current knowledge to improve their understanding of how individuals behave in the federation? Porter and Raymond Miles have suggested that a systems perspective toward motivation will be most useful for coaches. By systems perspective they mean that the entire system of forces operating on the athlete must be considered before the athlete's motivation and behavior can be adequately understood. By adopting a systems perspective, it can be possible to draw on the ideas put forth by content, process and reinforcement theories. Porter and Miles believe that a system consists of three sets of variables affecting motivations in the federation: individual characteristics, job characteristics, and work situation characteristics. The

variables are not intended to be exhaustive, they are meant to indicate some of the more important variable influencing athlete's motivation:

1.2 Back ground of the Study Area

Although the exact roots of Ethiopian Athletics cannot be retraced accurately, it is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for competition or was not organized in a manner that motivated progress.

But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose. It was in 1949 that the Ethiopian Athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF).

Since its inception, much of the federation's activities were carried with the help of amateurs. The first executive committee was headed by Colonel Getahun Teklemariam, the man official recognized as the first president of the EAF. This committee started a formalized programme where athletes competed domestically and internationally.

One of the first major competitions in the Federation's, the Shewa championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs. The first ever edition of Ethiopian championships were held in 1971.

In the late 70's, a new committee, headed by chairman Tesfaye Sheferaw, was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984.

This executive committee was also responsible for overseeing many developmental activities of the Federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hallmarks of the early 80's.

Many years later, the EAF now has semi-professional organizational structure. It is headed by a

seven-member Executive Committee which includes a President, Vice President, and an Honorary Treasurer. A full-time General Secretary takes care of the day-to-day activities of the Federation which now includes four departments- Technical, Public Relations, Development Activities, and Administration and Finance.

1.3 Statement of the Problem

To be successful and competitive enough, federation should have motivated athletes, who bring their heart and soul of the federation. The motivated athlete contributes more to the federation success or the desire level of work place winner. Motivating athletes requires the understanding of what athlete's value as important motivator and offering those things in the way that is compatible to federation objectives.

Unless the coach understands what athletes are seeking, whatever the coach offers them may serve no role winning the athletes willingness to work with high level of commitment.

A comprehensive understanding of the way in which federation function requires that at least some attention be directed toward the question of why people behave as they do on the job ,that is ,the determinants of athlete work behavior for federation of these facts , According to the preliminary interview of the manger much of the problems of the federation like poor performance, absenteeism ,carelessness of athletes and poor scored are largely brought from lack of efficient utilization of motivational factors .Generally ,getting a reliable answer the following basic questions is the main problem of federation .Therefore ,the research questions are explained in following manner .

1.4 Research Questions

1. What are the extents of athlete's motivation in the federation?
2. What are the major factors that affect athlete's motivation in the federation?
3. What are the gaps between what the athletes expect to gain from their workplace and what the federation offers to them at present?
4. What are the reasons for decline of the athletes score or performance?
5. What are the roles and contribution of Ethiopian athletics federation organization and federal sport commission to improve its athlete motivation?

1.5 Objectives of the Study

The study aims to achieve the following broads and detailed objectives:

1.5.1 General Objective

The main objective of this study is to identify (asses) factors affecting athletes' motivation on performance, taking the case of athletics federation.

1.5.2 Specific Objectives

The specific objectives of the study are:

1. To identify the extent of the athlete motivation in their federation.
2. To identify the major factors that affecting athletes' motivation in the study area.
3. To identify the gap between what the athletes expects to gain from their work place and what the federation offers to them at presentation.
4. To investigate the reasons of decline of the athletes score or performance.
5. To show the roles of athletic federation and sport commission to improve the athlete motivation.
6. To give some possible recommendations and suggestions which might help to solve the identified problems in the study area?

1.6 Significance of the Study

In Ethiopia many research study conducted concerning the development of athletes' motivation that contributes to improve the athlete motivation. However the study on the major causes of poor performance and competitive strategies in athletics federation does not have much literature. Thus, this study will further provide the fallowing important inputs to different athletes, clubs, athletics federation and coach training designers as well:

.The finding of this study has an important value to the federation because they may reveal the area of strength and weakness with regard to motivation of athlete.

- To help coach to understand the significant of motivation.

- It will be an input to the federation to design their motivational plan

The result of this research can be used as a starting point (stepping stone) for other interested group to carry out their research.

It helps to decision makers to see in to current problems of the federation and to provide solution.

The study will contribute to raise the awareness on the major factors of athlete motivation in this a study area for concerned bodies and

- It provides some supportive hints to training designers.
- It provides government recommendations for the major factors of athlete motivation and copes up strategies which are seen in the study area.

1.7 Delimitation of the Study

The scope of the study limited to assess the major factors of athlete motivation in Ethiopia Athletics Federation. The study tries to include those male and female athletes in the study area. The study area limited to 23 athletes out of the 235 athletes and 4 coaches out of 20. However, the scope of this study is also limited to invitation of the role of federal sport commission in contributing to improve athlete motivation in the study area.

1.8 Limitation of the Study

- There may be lack of obtaining reliable and reasonable information from the concerned respondents due to biases or frustration.
- There may be unwillingness of respondents to offer reliable answers to each questionnaire.

Since it is the first time to conduct a research on this study area, I have faced for experience constraints or problems

1.9 Operational Definitions of Key Terms

Athlete - a person who devotes his time for either of athletics events

Coach- a trained person who give training, advising, managing and counseling for athletes

Performance- the end outcome of the athletes' effort

Feed back-give relevant information to athletes

Federation-an institution is organized for the purpose of achieving the organizational goals.

Motivation-is an internal feeling

Arousal-drive

Ageing-increase the age period or over time become older and older

Competition-compute of different athletes or among the athletes

Merited based-rewards depend on athlete performance or results

1.10 Organization of the Study

The paper is confusion five chapters, which are interrelated each other. The first chapter included the introductory section of the study, which sets base for other chapter and the study as a whole. It contains the background, statement of the problem with basic research questions, objectives of the study, significance of the study, delimitation and limitation of the study, and organization of the study

The second chapter presents about the revise of related literature as which explains the theoretical framework from which the factors of the study areas. It deals with meanings concepts motivation, and other dimension of motivation and composition as the subject matter of the study based on different books, Journals and magazines.

The third chapter presents about the description of research design and methodology which consists of type of research, sampling technique, population and sample size, data source and method of data collection, and method of data analysis and presentation.

The forth chapter indicates data analysis, Interpretation and presentation. Finally, chapter five includes summary of findings, conclusion and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Motivation

No one organization can succeed without a certain level of commitment and effort from its members. For that reason, managers, coaches and management scholars have always formed theories about motivation -those factors that cause, channels, and sustain behavior, these theories in turn, affect the ways coach treats athlete. As in other areas of coach thought, our thinking about motivation has evolved from early approach, which sought the one "right" model and motivating the individual to more contemporary approaches, which relief that motivation arises from the inter play of both individual and environment factors.

Furthermore it is important to exp line some important concepts about motivation before going in to a detailed discussion of theories of motivation; why do athlete run/athlete run for many infinite personally reasons. coaches must identify the principle that under lie individual choice and design tasks to accommodate individual motivation, some people want money, some want rewards, some want promotion, some want recognition, some want participation in the decision making and some just want to feel like part of the group.

Required less of individual reasons for running, coach or management must motivate each of them to perform their tasks. understanding influencing behavior are vital to successful training and federation effectiveness motive athlete, a coach must aviaries times, structure the training to satisfy athlete personal needs, identify those who are excited about doing the task and give them the opportunity to succeed (won, provide clear direction and even restrict what people can do or give people the freedom to experiments. Hence motivating athlete is one of the most crucial aspects of the directing aspect of the directing function, through taring activities, coaches fill the organization with competent athlete, and through good communication activities, they keep these athlete informed and aware. but it is truth motivational techniques, and coaches abilities to influence behavior, that the maximum efforts are obtained from these athlete by understanding what athlete want from their task, how they perceive their task situation, and how they respond to rewards will coach be able to harness the great potential of the organization federation goals.

2.2 Definition and Understanding of Motivation

Most coaches agree that federation objectives are best accomplished when athlete with the proper skill apply best efforts to the necessary task .but getting the athletes to apply effort to federation work often involves much more than hiring them ,placing them in abilities ,and telling them their responsibilities.

There are many motivations theories, each based different assumptions about human behaviors, some theorists argue that it is expect ion or rewards. Comping all of those approaches can provides simply yet compressive definition .motivation is a desire and enthusiasm to act that results from process internal (needs and expect ion) and external (result and reward)to an individual. For example people may be enthusiastic to act because they act trying to satisfy an internal needs, such as security or fulfillment ,or because they expect their effort to lead to rewards they want, if the activity actually results in rewards ,the will be satisfied and will be likely to engage in the same activity again.

2.3 How can Athletes maximize their Motivation?

Motivation is the foundation all athletic effort and accomplishment, without your desire and determination to improve your sports performances, all of the other mental factors, confidence, intensity, focus and emotion are meaningless. To become the best athlete you can be, you must be motivated to do what it takes to maximize your ability and achieve your goals.

Motivation, simply defined, is the ability to initiate and persist at a task. To perform your best, you must want to begin the process of developing as an athlete and you must be willing to maintain your efforts until you have achieved your goals. Motivation in sports is so important because you must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other than .motivation will impact everything that influences your sports performance :physical condoning ,technical and tactical training ,mental preparation ,and general lifestyle including sleep, diet ,school or work ,and relationships.

The reason motivation is so important is that it is the only contributor to sports performance over which you have control. My there are there things that affect how well you perform. First, your ability, which includes your physical, technical, tactical and mental capabilities .Because ability is something you are born with, you can't change your ability so it is outside of your control.

Second, of the competition influences performance. Contributors to difficulty include the ability of the opponent and external factors such as an “away game” crowd and weather such as temperature, wind, and sun. You have no control over these factors.

Finally, motivation will impact performance. It is also the only factor over which you have control. Motivation will directly impact the level of success that you ultimately achieve. If you are highly motivated to improve your performances, then you will put in the time and effort necessary to raise your game. Motivation will also influence the level of performance when begin a competition. If they are competing against someone of nearly equal skill, it will not be ability that determines the outcome. Rather, it will be the athlete who works the hardest, who does not give up, and who performs their best when it counts. In other words, the athlete who is most motivated to win.

Signs of low motivation

There are several signs of low motivation:

- Alack of desire o practice as much as you should
- Less than 10%efort in training
- Skipping or shortening training
- Effort that is inconsistent with your goals. Accessed from [www.sports psychology today.com/...sports.../goalsetting-and-selfmotivationon25july](http://www.sportspsychologytoday.com/...sports.../goalsetting-and-selfmotivationon25july) 2012.

2.4 Features of Motivations

Motivation is the best set of forces that cause people to behave in certain ways. According to RAO, V.S.P (2002:561) motivation is characterized by the following:

- Motivation is an internal feeling: motivation points to energetic forces within individuals that drive them to behave in certain ways and to environmental forces that trigger these drives.
- Motivation produces goal directed behavior: motivation has got a profound influence on human behavior, it harnesses human energy to organizational requirement..
- Motivation contains system orientation. It considers those forces in individuals and in their

surrounding environments that feed back to the individuals either reinforce the intensity of their drive and the direction of this energy or to dissuade them from their cause of action and redirect their efforts.

- Motivation means bargaining: behavior is what people do. Motivation is why they do it.
- Motivation can be positive or negative: positive motivation or the carrot approach, offers something precious to the person in the form of additional pay, incentives, praise etc for satisfactory performance. Negative motivation or stick approach emphasis penalties while controlling performance.

2.5 Importance of Motivation

The success of an organization ultimately depends on how effectively managers are able to motivate their subordinates. The following points bring out the competence of motivation in modern organizations. (Rao.v.s.p, 2002:565)

Productivity use of resources: Modern organizations work through physical, financial and human resources. The utilization of physical and financial resources depends on the willingness of people to work. Motivation enables people to convert physical and financial resources into useful products. It helps management to get the best out of human as well as non-human resources.

- Increased efficiency and output: Motivation enables people to work enthusiastically.
- Achievement of goals: Motivation causes goal-directed behavior.
- Development of friendly relationship: Motivation brings athletes closer to the federation.
- Stability in work force: Attractive motivational schemes satisfy the need of athletes.

2.6 Determinants of Motivation

Traditionally, it is believed that athletes are motivated by the opportunity to make as much money as possible and will act rationally to maximize their earnings. According to the pluralistic approach, man works to fulfill a variety of needs. Three types of forces generally influence human behavior. i, Forces operating within individual, ii, forces operating within the

organization and iii, forces operating in the environment(Kreitner and Kinicki.1992,p164)

- **The individual:** Human needs are, both numerous and complex. Some of these needs cannot be described and identifies, because a people hide their real needs under the cover of socially accepted behavior. Further, each person is different and a variety of items may prove to be motivating, depending upon the need of the individual, the solution of the individual is in and what rewards the individual expects for the work done.
- **The organization:** The climate in the organization must be conducive to human performance. Climate plays an important part in determining worker's motivation. The organizational climate is determined by a number of variables such as its leadership style, autonomy enjoyed by members, growth prospects, emotional support from members, reward structure etc.
- **The environment:** A worker does not live in two separate worlds, one inside the factory and the other outside of it. Culture, norms, customs, images and attributes accorded by society to particular jobs, professions and occupations and the worker's home life all play a strong motivation at role.

2.7 Motivation and Modern Coaches

The coach's task is to create work conditions that will help arouse and maintain the enthusiastic desire. To do this, knowledge of people and skill in dealing with their behavior are essential. Motivation differs among persons; it depends on many factors such as personality, ambition, education and age.

A coach's not motivated himself for progress and success will find it extremely difficult to motivation others. Self-motivation stems from an intensive desire to achieve a certain goal, no matter what obstacle must be overcome.

The basic approaches to motivation differ among coaches. The three approaches selected are partnership, productivity, and wants satisfaction. In the partnership approach the assumption is that the typical employee dislikes work, but will perform well if he has a feeling that he/she is participating in the rewards of the enterprise. Hence, to motivate friendless and personal

considerations are extended the employee, conflicts are avoided, comfortable conditions of work are provided, and, as the enterprise prospers, so does the employee. Such actions attract applicants, reduce labor turnover, and make for an agreeable work force.

The productivity approach stresses rewards based on productivity. Work assignments are specific, and the wage or salary rates are explicitly stated. Firm policies are followed, job descriptions are well-defined, work performance is carefully measured, and special compensation is given for high performance. A basic thought behind this approach is that when a person performs an activity and is rewarded, he tends to repeat that activity. The productivity approach is used successfully, but it requires measured performance, the individual's control over performance and a clear understanding of the basis for granting the rewards.

In the wants satisfaction approach, an attempt is made to ascertain human wants and to satisfy them through the work situation. The concern here is not with the wants as such, but with the satisfactions a person will really strive for. Under the wants satisfaction approach, the manner and the climate under which the work is accomplished are established by skillfully arranging for interplay among the satisfactions and the wants, the relationships among the group members, and the work to be done. The objective is to obtain a self-generated will-to-do, so that the work is accomplished in a manner that satisfies both the employees' wants and the enterprise's requirements.

2.8 Motivation Theories

Motivation theory focuses on different aspects of this process

- 1 Need theory argues that motivation derives from the effort people exert to satisfy needs
- 2 Expectancy and equity theories argue that motivation derives from what people expect to happen as a result of their action and how fair they perceive these results to be
- 3 Reinforcement theories hold that motivation and behavior derive from the consequence of actions.

Before going to detailed discussions of these three approaches, it is important to remember two things. First, performance depends not only on motivation but on ability, which is very important not only to place an experienced athlete in appropriate events but to train them to be competent at their task. Ability and motivation are both important in determining performance even though they describe their

relationship in an equation $\text{performance} = \text{motivation} * \text{ability}$. second, motivation is an individual phenomena two athlete are alike means that, athlete run for different reasons, and they are motivated or unmotivated for every reasons.

Coaches role is to create training situation in which individuals with different needs, personalities and expectations can remain motivated and satisfied which accomplishing the federation objectives .coach roles is to create or increase motivation in their athletes by integrating federation and an individual objectives .

2.9 Theory of Motivation

1. Content Theories of Motivation

Needs are the unfulfilled physiological or physical desires of an individual. Content theories of motivation use individual needs to explain the behaviors and attitudes of people at work. Although each of the following theories discusses a slightly different set of needs, all agree that needs cause tensions that influence attitudes and behavior.

A. Hierarchy of Needs Theory

Abraham Maslow's theory of human needs that work in the area of human "need" is a key foundation. A need is a physiological or psychological deficiency a person feels the compulsion to satisfy. According to his hierarchy of human needs, Lower order needs include physiological, safety and social concerns, and higher order needs include esteem and self actualization concerns. Whereas lower order needs are desires for social and physical well-being, the higher orders needs represent a person's desires for psychological development and growth.(Kreitner and Kinick 1992:p167)

Two principles are central to Maslow's theory about how these needs affect human behavior. The deflect principle holds that a satisfied need is not a motivator of behavior. People are expected to act in ways that satisfied deprived needs that is needs for which a deficit exists. The progression principle holds that a need at one level does not become activated until the next lower need is already satisfied.(Leopold,2002,p111)

B. ERG Theory

One of the most promising efforts to build on Maslow's the ERG theory. Proposed by Clayton Alderfer. To begin his theory collapses Maslow's five needs categories into three. Existence needs are desires for physiological and material well being. Relatedness needs are desires for satisfying interpersonal relationships. Growth needs are desires for continued physiological growth and development. Alderfer's ERG theory also differs from Maslow's theory in other respects. This theory does not assume that lower level needs must be satisfied before higher level needs become activated. According to ERG theory, any or all of these three types of needs can influence individual behavior at a given time. Alderfer also does not assume that satisfied needs lose their motivational impact.

C. Two Factors Theory

Fredrick Herzberg's two-factor theory offers another framework understanding the motivational implications of work environments. The theory associates hygiene factors, or source of job dissatisfaction, with aspects of job context. That is "dissatisfies" are considered more likely to be a part of the work setting than of the nature of the work itself. The hygiene factors include such things as working conditions, interpersonal relations, organizational policies and administration, technical quality of supervision and base wage or salary. Herzberg's two factor theories would argue that improving the hygiene factors can make people less dissatisfied with these aspects of their work. But they would not in themselves contribute to increase in satisfaction.

To really improve motivation, Herzberg advises managers to give proper attention to the satisfier factors. As part of job content the satisfier factors deal with what people actually do in their work. By making improvements in what people are asked to do in their jobs. Herzberg suggests that job satisfaction and performance can be raised. The important satisfier's factors include such things as a sense of achievement, feelings of recognition, a sense of responsibility, the opportunity for advancement, and feeling of personal growth. Furthermore, Herzberg's advice to managers is still timely. Always correct poor context to eliminate actual or potential sources of job dissatisfaction; and be sure to build satisfier factors into job context to maximize opportunities for job satisfaction.

D. Acquired Needs Theory

In the late 1940s David McCall and his colleagues began experimenting with the Thematic

Apperception (TAT) as a way examining human needs. McClelland identified three needs that are central to this approach to motivation. Need for achievement is the desire to do something better or more efficiently, to solve problems or to influence their behavior, or to be responsible for them. Need for affiliation is the desire to establish and maintain friendly and warm relations with other people.

According to McClelland, people acquire or develop these needs overtime as a result of individual life experiences and performance. Managers are encouraged to recognize the strength of each need in them and in other people. Attempt can then be made to create work environments responsive to them, and then people high in the need for achievement.

2 Reinforcement Theory

Reinforcement theory states that behavior that results in rewarding consequences is likely to be repeated, where as behavior that results in punishing consequences is less likely to be repeated. Four types of reinforcement strategies are generally used by managers to influence the behavior of employees:

Positive reinforcement: it is the administration of a pleasant and rewarding consequence following a desired behavior. People generally will expend considerable energy to gain positive rewards (pay, bonuses, recognition, time off with pay, accommodations, promise of a raise, etc) which they desired.

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Negative reinforcement: sometimes, termed as avoidance learning, negative reinforcement occurs when an unpleasant or undesirable situation in removed or withdrawn following some behavior. A supervisor, for example may continually reprimand and harass an employee until the employee beings performing a job correctly. If the employee continues to perform the job correctly in the future then, the removal of the unpleasant situation is said to have negatively reinforced effective job performance.

Extinction: is an effective method of controlling undesirable behavior. It refers to non reinforcement. It is based on the principle that if a response is not reinforced, it will eventually disappear. Extenuation is less painful than punishment because it does not involve the direct application of an aversive consequence.

Punishment: is a control device employed in organization to discourage and reduce annoying behaviors of others. It can take either to two forms. There can be withdrawal or termination of a desirable or rewarding consequence of there can be unpleasant consequence other a behavior is performed punishment reduces the response frequency it weakens behavior.

3 Process Theories of Motivation

This is another theory that can help managers understand individual differences better and deal positively with work force diversity. The equity, expectancy, and goal setting theories each offer advice and insight on how people actually make choice to work hard or not, based on their individual preferences, the available rewards, and possible work outcomes.

A. Equity theory

The essence of the theory is that perceived inequity is a motivating state. That is when people believe that they have been inequitably treated in comparison to others, the theory suggests they will try to eliminate the discomfort and restore a sense of equity to the situation. It typically occurs whenever managers allocated extrinsic rewards, especially monetary incentives or pay increases.

Inequities occur whenever people feel that the rewards received for their work are unfair given the rewards other persons appear to be getting. The comparison points may be coworkers in group workers elsewhere in the organization, and even persons employed by other organizations.

B. Expectancy theory

The expectancy theory of motivation asks central question; what determines the willingness of an individual to work hard at tasks important to the organization? In response to this question, expectancy theory suggests that “people will do what they can do when they want to do it. More specifically, Vroom, cited by Horn p. 291 suggests that motivation to work depends on the

relationships between the three expectancy factors such as:

Expectancy: a person's belief that working hard will result in a desired level of task performance being achieved (this is sometimes called effort performance expectancy)

Instrumentality: a person's belief that successful performance will be followed by rewards and other potential outcomes

Valence: the value a person assigns to the possible rewards and other work related outcomes. Expectancy theory posits that motivation expectancy, instrumentality and valence are related to one another in a multiplicative fashion that means:

Motivation = expectancy x instrumentality x valence

C. Goal setting theory

Motivation is result of rational and intentional behavior. The direction of a behavior is a function of the goals individual sets and their efforts toward achieving these goals. The theory suggests that managers and subordinates should establish goals for the individual on a regular basis. These goals should be moderately difficult (in fact, people will expend more effort to reach the more difficult goals if they have been rewarded for mastering difficult tasks in the past) and very specific (specificity is enhanced by setting goals into quantifiable terms) moreover, they should be of a type that the employee will accept and commit to completing. Goal acceptance is simply the degree to which individual accept goals as their own. Goal commitment is the dedication which individuals extend toward reaching the set objectives. Rewards should be linked directly to reaching the goals.

2.10 A system view of Motivation in Organization

With so many different view of motivation, how can coaches use current knowledge to improve their understanding of how individual behave in the federation? Lyman porter and Raymond miles have suggested that system perspective toward motivation will be most useful to coaches. By a system perspective they mean that the entire system of forces operating on the athlete must adequately understand. Coach who adopts a system perspective draw in the idea put fourth by content, process and reinforcement theories .porter miles believe that the system consists of the three sets of variables affecting the motivation in the organization; individual characteristic, job

characteristic and work situation characteristics.

- **Individual characteristics are** :- the interests ,attitudes such as towards job ,towards self and towards aspect of the work situation and needs (such as security ,social and achievement that a person bring to the work situation .obviously ,people differ in these characteristics ,so their motivation will also differ ,.for example one person may desire prestige and be motivated by a job with an impressive title ;another may desire money and motivated to ear high salary .to understand these we need to review the content theories of ma slow ,alder-fer McGregor ,hertz berg Atkinson and McClellan.
- **Job characteristic** are the attributes of the employees tasks and include the amount of responsibly ,types of intrinsic rewards degree of the autonomy ,amount of direct performance feedback and degree of variety in task .a job intrinsically satisfying will be more motivating for money people than a job that is not .the characterizer of a job and its associated tasks, they second variable influencing motivation in the organization ,is the one on which coaches can have the greats impact .researchers have tried to discover how a particular job will affect an individual desire to perform that the job well .significant interests in this area developed because it was shown that routine assembly line types of jobs reduced athlete motivation and produced dissatisfaction .the relation between job characteristics and motivation was better understood after Fredric hertz berg introduced his two factors theory ,hertz berg work generated a great deal of interests in the role of motivation in the daily operation of the organization.

Characteristics of the work situation; are factors i the work environment of the individual .do colleagues encourage the individual to perform a high standard or do they encourage low performance ?do superiors reward high performance or do they ignore it ?does the organization culture foster concern for members of the organization or does it encourage cooled and in different formality .the work situation ,the third set of variables that can affect job motivation ,consists of two categories the action ,policies ,and culture of the organization as a whole, and the immediate work environment.

- **Organizational polices ,rewards system and culture** :- the overall personnel policies of the organization ,its methods for rewarding individual athlete ,and the federation culture ; translate in to organizational action that influence and motivate workers.

- **personnel policies** :- such as wages scale and athlete benefit such as insurance promotion ,pension and the like ,generally little impact on individual performance but these policies do affect the desire of the athlete to remain with or leave the federation and its ability to attract new athletes .

- **The Federation reward system**;- quid's its action that have the greatest impact on the motivation and performance of the individual athlete .salary increase ,bonuses ,and promotion can be strong motivation of individual performance provided they are effectively administered. the reward or compensation must justify, in the athlete mind the extra effort that improved performance requires, the reward must be directly and specifically associated with improved performance so that it is clear why the reward has been given and the reward must be seen as fair by other in the work group so that they will not feel resentful and retaliate by lowering their own performance level.

-**The federation culture**:- the shared norms ,values ,and beliefs of its members can enhance or decrease an individual performance that foster respect for athlete ,that integrate them in to the decision making process and that give them autonomy in planning and executing tasks encourage better performance that highly regimented cultures.

As coach we want to motive athlete to high level of performance, to loyalty and commitment to the federation, and to stability on the job. money is the most obvious and frequently used incentive ,but it is not only means of motivating athletes, to days athletes are responsive to such non momentary incentives as extra vacations days ,flex time arrangements ,daycare for their business, recreation facilities at the work place and federation sponsored local transportation .financial incentives other than salary or bonuses also has a place in an incentive system, these include pension plan with early resting ,federation share holding ,and federation contribution for further training ,and competition systems.

-**The immediate work environment**: it includes the attitude and action of peer and team leaders and the climate they create numerous studies have found that per group at work can have an enormous influence on peoples motivation and performance since most people design the friendship and approval of their peers, they will behave in accordance with the norms and values of their peer group.

Immediate team leader strongly influence the motivation and performance of athlete by example and instruction as well as by rewards and penalties ranging from praise, salary increases and promotion to criticism, demotion and dismissal.

2.11 Intrinsic Reward and Extrinsic Rewards

Motivation is thought to be a combination of the drive within us to achieve our aims and the outside factors which affect it. With this in mind, motivation has the following two forms, intrinsic motivation and extrinsic motivation.

Intrinsic motivation

This motivation from within. A desire to perform well and succeed. The following will be true:

- Desire to overcome the problem or task
- Development of skill and habits until they are perfect
- A feeling one pride and enjoyment in performing the skill
- Repeated goal setting in order to progress and maintain motivation

Goals must be all of the following in order to be attainable:
Smart ,Measurable ,Agreed ,Realistic ,Time related ,Exciting and Recorded

Extrinsic motivation

Extrinsic motivation comes from a source outside of the performer. These are things which can encourage the athlete to perform and fall into two groups:

Tangible rewards: physical rewards such as medals and money. These should be used sparingly with young athletes to avoid a situation where winning a prize is more important than coping well

Intangible rewards: Praise, recognition and achievements .these should be used on a regular basis to encourage the athlete to repeat the behavior which earned the praise

some outcomes act as intrinsic rewarded .rewards that are experienced directly by the individual are feeling of accomplishment ,increased self esteem and the satisfaction of developing new skills .

Extrinsic rewards in contract, such as bonuses, praise, or promotion, is provided by outside agents such as supervisor or work group

2.12 Organization Commitment and Motivation

work experience: - that have been found to be related to commitment include; the extent to which an athlete senses positive group attitude toward federation the extent to which an athlete feels the federation can be relied on to look after the athlete interest, feelings of personal importance to federation, and the extent to which an athlete expect ion have been met on the job.

Where an athlete have might educational level it may be more difficult for the federation to provide sufficient rewards as perceived by the individual to equalize the exchange .hence more educated athlete ,who are also typically more cosmopolitan and more mobile, would tend to be less committed to profession and trade.(Richard and lyman 1983:443-444)

- the research findings for more educated employees indicated that these individuals want to be treated with respect and they want their contribution to be taken seriously (all worth juniper,209:84)

Several personal charismatic have been found in a variety of studies to influence commitment particular, commitment has been found to be positively related to age, tenure and achievement motivation, and inversely related to education (Richared and lyman,1993:443)

2.13 Age, Gender, Educational level, Experience and Motivation

Conceptualizing age :-researchers examining old people in organization ,often put the thresh hold at 40or 45,seeing “old” as referring to obsolete knowledge, skills and attitudes (mujnck and zwinkels,2002;24)cited by Dorienk,2007.however,a number of researchers have suggested that ”chronological age” may be an in sufficient operationalization of the factor age in the work setting (avolioetal,1984;seterns and mayer ,1997:stern and alexander ,1987:seterns and miklos,1995;wolfetal,1995)cited by Dorienkooij,2007

- aging refers to change that occur in the biological ,psychological and social functioning over time and ,therefore affects each individual on the personal, organizational and social levels(lang,et.al.2006:settersten and mayer ,1997)cited by dorienkooij,2007.
- chronological or calendar age may serve as a proxy for age related process that can

influence work outcomes directly or indirectly (Kanfer and Ackerman, 2004) cited by Dorien Kooij, 2007 and therefore, cannot be captured within one single definition or conceptualization.

- The findings of the research indicated that more aged people believed that the satisfaction of individuals' need for esteem, reputation and competence as well as the opportunity to take initiatives have a positive impact on work outcomes.
- Take into consideration the positive relationship between age, job security and provision of fair wages
- Older as compared to younger workers have reduced motivational needs for personal growth and training opportunity (Warr's, 1997 and Kanfer and Ackerman, 2004) cited by Dorien Kooij September 2007, assertion that older workers have a lowered motivational drive to perform new tasks.
- Older as compared to younger workers reduced motivational need for career progression (Greller's, 2000 cited by Dorien Kooij, 2007 and also older workers work to be less concerned with career advancement.
- Older workers attached to more important to job security (Greller's, 2000) cited by Dorien Kooij, 2007
- The researcher's finding for more educated workers indicated that these individuals want to be treated with respect and they want their contribution to be taken seriously.

The impact of gender on motivation preferences: the theoretical and empirical development (e.g. Mowday et al, 1982) cited by Alworth Juniper, 2009 have confirmed that females place more importance on intrinsic rewards rather than extrinsic rewards, on the contrary male respondents make a direct relationship between performance and communication and cooperation in the working environment and they consider the public manager should diversify decision making providing their workers with more opportunities to take responsibilities (the research result on the effect of age and gender on motivation to work, Alworth Juniper, 2009).

2.14 Communications and Its Impact on Motivation

According to the expectancy theory that the degree of effort an individual exerts depends on his or her perception of the effort .performance, performance-reward and reward goals satisfaction links .If an individual are not given the idea necessary to make the perceived probability of these links high motivation will suffer, if reward are not made clear, if the criteria for determining and measuring performance are ambiguous and athletes not communicate their feeling. Suggestion and governance, they may relatively certain that their effort will lead to unsatisfactory performance then, effort will be reduced .so communication plays a significant role in determining the level of athlete motivation.

2.15 Motives and Incentives

Conditions, which initiate, speed up, or inhibit employee's performance generally know as incentives. Incentives may be either positive or negative. Incentives such as material rewards, praise, anticipated success, responsibility, and growth are positive incentives. Penalties such as demotion, suspension, and decrease in salary are negative incentives.

One of the most significant benefits of financial incentives is that better performance is encouraged on a regular basis. The assumption is that employees who work under a financial incentive system shall be motivates to perform well and produce moreover and better as they perceive that their performance determines, in whole or in part, their income.

Incentive as the outward stimulus for the motive to work, when a motive is present in a person it becomes active when there is some incentive .Thus any incentive has reference to:

- The individual and their need which he is trying to satisfy.
- The organization which s providing the individual opportunity to satisfy his needs in return for his services .Incentive is the means of motivation.

Financial incentive systems

So far the concern has been with formulating and implementing a system of job evaluation and determining salary and wage rates to each job depending on its relative and absolute value to the organization.

Non financial incentives in motivation

Financial incentive does not work for ever to motivate the people at work .as a matter of fact, when the psychological and security needs are fulfilled with the help of money ,it ceases to be the motivating factor .it becomes the maintenance factor as pointed by Herzberg. Therefore the athletes do not always run after money. They have other needs also. they want to achieve something in their lives. In order to motivate, the athletes having these needs, management can take the help of the following non financial incentive.

Competition: it is the kinds of incentive .if there is a health competition among the individual or group of athlete, it will help them to achieve their personal or team of goals.

Praise: praise satisfies ones ego needs. Sometimes praise is more effective than any other incentives.

Knowledge of the results: knowledge of the result lead to athlete satisfaction .a workers likes to know the results of his performance. A worker gets satisfaction when his superior appreciates the work has don .they can be motivated to a greater extent if they are told the rating of their performance .they will work more to improve their performance.

Workers participation; athlete participation in management provides an important incentives to the athlete .it gives the athlete psychological satisfaction that their voice is being heard because workers participation in management provides the two way communication.

Suggestion schemes: it is an incentive which satisfies many needs of the athlete .many organization that have such system distribute cash awards for useful suggestions given by the athletes.

This motivates the athlete to be in search for something which may be of a greater use to the organization.

Opportunity for growth .opportunity for growth is another kinds of incentive .if the athletes are given the opportunity for their advancement and growth and develop their personality ,they feel very satisfied and become more committed to organizational goal because they feel motivated .(Ahuja, 1988:506-507)

2.16 Competency of Management

The biggest myth in the HM fraternity is that people can be motivated by others, however, the case in point is that they are motivated by factors other than other people, that is a kind of organizational environment in which they feel comfortable.

Leaders need to understand the motivational needs of individual and group .they need to work out a plan encompassing with some points that are beneficial for athletes and groups, at the same time they are in the line with goals and strategies of the organizations.

Sunil Goal, Global hunt: India says "developing on environment that improves employees motivation is hard work .There is no one site fits all solution, as motivation is driven by what is in it for me "

2.17 Participative Management

An approach to management that combines need, expectancy and reinforcement theories is participative management .participative management is the involvement of federation members in the management decision making process. It is built on the assumption that most people have a need to take part in decision that affect them at work .by taking part and gaining an understanding of the situation ,their perception and expectation will be more accurate ,ultimately ,they will be more likely to receive rewards that they value.

The general assumption of participative management are that athletes want to shared in making decision that affect them. They gain a clear understanding of the situation ,become more committed to successfully implementing the decision that are made and gaining feeling of satisfaction from being responsible for things going well.

Marshall sashkin argues that participation in decision making fulfills the three basic human works needs for autonomy or control over once behavior, the need for completion or achievement of a whole work, and the need for interpersonal contacts these needs can have serious negative consequences.

2.18 Grievance

Grievance implies dissatisfaction or distress or suffering or grief caused un necessarily or

illegally .Grievance is defined as real or imaginary feeling of personal in justice which an athlete has concerning his team relationship .this lead to in discipline taking the form of increased absenteeism, go slow, work to rule, and demonstration.

Filing up of grievance may create a sense of frustration, disloyalty and non loyalty and non cooperation among athlete who may loss interest in work and these may affect the quality and quantity of output .Grievances are human problem and are to be handled in a human way .every athlete has the right to present his grievance to his coaches and obtain their redresses. The management has to see that grievance are so received and settled that the athlete gets the necessary sense of satisfaction.

2.19 Compensation

Compensation is defined as the adequate and equitable remuneration of employees for their contribution to organizational objectives. Compensation is one of the most important and, of course, one of the most difficult functions of human resource management. In most cases, organization refer that their employees perform at a rate higher than average But, organizations should also make survey that they pay employees equal to their performance on the job. When compensation of done correctly, employees are more likely to be satisfied and motivated. But when employees perceive their compensation to be appropriate, their level of performance, motivation and satisfaction may decline dramatically. When wages and salaries are not administered properly, an organization may lose its employees; and the money spent to recruit select, train and develop them may be wasted.

1. Objectives of Athlete compensation

Athlete compensation must meet numerous objectives. Only a few of them are presented in brief there under.

- i) Acquire qualified human resources. Compensation needs to be high enough to attract job applicants. Since organizations compete in the labor market, salary and wage levels must respond to the supply and demand of workers.
- ii) Retain present athletes. When compensation levels are not competitive, some athlete quit. To prevent athlete turnover, pay must be kept competitive with that of other employee organizations.

- iii) Ensure Equity. The administration of wages and salaries strives for internal and external equity. Internal equity requires that pay be related to the relative worth of jobs. That is, similar jobs get similar pay. External equity involves paying workers at a rate equal to the pay that similar workers receive in other organizations.
- iv) Reward Desired Behavior pay should reinforce desired behavior. Good performance, experience, loyalty, new responsibilities, and other behaviors can be rewarded through an effective compensation plan.
- v) Reward Desired Behavior pay should reinforce desired behaviors. Good performance, experience, loyalty, new responsibilities, and other behaviors can be rewarded through an effective compensation plan.
- vi) Control costs. Rational compensation program helps an organization to obtain and retain its work force at a reasonable cost. Without a systematic wage and salary structure the organization could over pay or under pay its employees.
- vii) Comply with legal Regulations. As with other aspects of human resource management, wage and salary administration faces legal constraints. Around pay program considers these constraints and ensures compliance with all government regulations that affect athlete compensation.

2 Importance of athlete compensation

Athlete compensation is an important aspect of human resource management for many reasons. Of all problems of managing human resources, maintaining adequate and equitable employee compensation is perhaps the most critical one. Athletes' compensation increases a Variety of emotional factors.

To athletes: Compensation is important to the employee because it determines his status in the social system. An athlete's absolute level of income determines his standard of living, while his relative income indicates his status, prestige, and worth

To athletics federation: A federation compensation policy should be to pay athletes salaries and wages high enough to attract, motivate, and retain them; and at the same time should provide the federation an opportunity to make profit adequate enough to grow and satisfy

consumers.

To the country's economy: Most complaints of organizational workers are related to the salaries they are paid for the service they render. Consequently, most strikes and grievances of employees are expressed through labor or unions that adversely affect the productivity of organizations and, hence, the economy of the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study was conducted over period of four months, March 2012 to Jun 2012 .In this study, mainly descriptive type research was used. This is because the objectives of descriptive type of study is to poverty an accurate profile of persons, events or situation and it also includes survey and fact findings inquires of different kind (Robson, 1993).And also help to analyze the effect of motivation on athlete performance .Data was collected on the perception of athletes about the quality of the athlete, the effects of motivation on the athlete motivation, level of motivation, and effectiveness of athlete tasks. The approach was used in data collection perception survey. Survey method is selected because it is the ideal tool for collecting data on perception studies and can easily capture athlete attitude.

Evidences were gathered from athlete and coach using survey and interview instrument. Sampling was taken from different events of athlete were taken because the quality of the athlete is determine by the cumulative interaction of all athletics events .The study was used both qualitative and quantitative research approach .Additional evidence was gathered from different books ,by reviewing of published and unpublished document including athletics federation reports.

3.2 Sample Design

In this study both probabilistic (random) and non probabilistic (purposive) sampling was employed .The survey consists of respondents from athletics federation .Four coach was selected from 20 coaches and 23 athletes was selected from 235 athletes by random sampling was employed study sampling is done to save time and money and to obtain more accurate measurement .The sample size will determine on the base of the following calculation;

If $N < 10000$; the formula calculate sample size is $f_n = \frac{n}{1+n/N}$ (research methods and techniques 1,2009)

Where f_n =the desired sample size when the population is less than 10000

3.2 n =the sample size when the population is greater than 10000

N=the estimated population size

To determine the sample size when population is greater or equal to 10000

$n = (z)^2 pq / (d)^2$ is used where =

n=the desired sample size

z =the standard normal variable at a required level of confidence (standard normal deviation),the z statistics is 1.96 q=1-p.

d=the level of statically significant set, 0.05 level of significantly

p=the proportion in the target population estimated to have characteristics being measured ,if there is no estimated available 50%is taken.

Then, $n = (1.96)^2 (0.05)(0.05) / (0.05)^2 = 3.84$ if $N > 10000$ (Kothari, 1990)

In this case $N = 235$, then to get the sample size

$n = (n/1 + n/N)$ (research methods and techniques 1,2009) thus sample size $= (n/1 + n/N) = 20/1 + 20/235 = 20$ will be the subjects of the study .

Interview with coach will used to support the survey, because it provide ideal approaches for the exploration of context about the factors affecting of athlete motivation .sampling is done under take the researches economically and within short periods of time .

3.3 Data Source

Both primary and secondary data were collected from first hand source and second hand sources of data respectively in this study .Primary data was directly collected from sample athlete in the federation and use as the major input for analysis in the study . The primary data was use to collect data on perceptions relate to motivation secondary data was also collect from federal sport commission ,athletics federation ,other clubs and news paper .In addition to this ,secondary information from different document related to this study ,athletics federation reports or publication will use in this particular study.

3.4 Data Collection Methods

The data was collected with questioner distributed to 21 respondents from all athletes and interviews with one selected coach. Structured and semi structured were prepared in the

study .More than 90%of the survey questionnaires was close ended ,this was done to increase the response rate ,reduce the chance of incomplete questionnaires and manage uniformity. Because experience tells us most respondent respond more close ended than open ended questionnaire. Only few questionnaires were prepare in the form of semi structure questions, which allow respondents to write their views on the blank space provided in addition to the structured oneself administered questionnaires were used for the key informant interview.

3.5 Data Analysis

The data was analyzed through employing different statistical techniques and tools. Descriptive study was employed as analytical tools in the study. From the descriptive techniques percentage, average, ranges in the form of table and in the graphs.

The data analysis procedure was started with the process of data collection on daily basis data was analyzed based on pre- identified themes assisted by different statistical formula. The first step was coding the data .That is, code for responses was assigned by selecting word from the responses or by develop concepts from the responses .The second step was regrouping the codes in to pre identified themes of the study .Then each code under the pre identified themes were described and explained according to the respondents contextual meaning that relate to the study objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire and interview distributed to 20 athletes and 4 coaches respectively.

4.1 Brief Back ground of Respondents

The population of the study area has 235 athletes, 20 coaches and 35 employees , the total members of the Ethiopian athletics federation are 290 of this , 170 are male and 120 are female . In percent, 58.62 %male and 41.37%female out of this population, 20 respondents were selected for questionnaires and 4 coaches for interviews .The background of the respondents comprise sex, age, education level and experience of the athletes.

Table 4.1.1 Sex of the selected respondents

Description	Number of respondents	%	Remarks
Male	13	65	
female	7	35	
total	20	100	

As shown in the above table, the selected male respondents were 65%where as female respondents were 35%.This indicates, both sex were involved to fill the questionnaires. When it is compared the involvement of each sex based on their population, male was 130 and female were 105 athletes .Out of 130 male athletes 13 were selected and from 105 female athletes 7 were selected to fill the questionnaires. This implies that according to their number, the sex composition of respondents has shown; there was fair distribution to answer the research questionnaires. Hence, the response could reflect motivational factor and others factors related with both male and female athlete

On the other hand, according to the literature, the theoretical and empirical development (Mowdayetal, 1982) cited by Allworth juniper 2009, have confirmed that females place more important on intrinsic rewards rather than extrinsic rewards. On the contrary male respondents make a direct relationship between performance and communication and cooperation in the working environment, cited by Allworth Juniper, 2009.

Therefore, the above evidence shows that gender have an impact on motivation performance between female and male athletes in the training place. This implies that, since male and female athletes have different preferences on motivation, diversified decision making is needed in the target federation.

Table 4.1.2 Age composition of respondents

No	Age	No of respondents	%	remarks
1	<25	8	40	
2	26-35	6	30	
3	36-45	3	15	
4	46-55	3	15	
total		20	100	

As revealed in the above table ,40% respondents whose age <25 years are young athletes 30%respondents between 26 and 35 years and 15%respondents between 36 and 45 ,and 46 and 55 years .This indicates that more of the athletes are young 40% as compared to the other age categories in the federation.

According to the researcher examining older people in the federation often put the threshold at 40 and 45 ,seeing "**old**" as referring to obsolete knowledge , skills and attitudes (Muijnek and zwinkles,2002) ,cite by Allworth Jenifer ,2009.there for ,age can influence training motivation directly or indirectly (Kanfer and Ackerman ,2004) cited by Allworth Jenifer ,2009

The above discussion indicated that more aged athletes believe that the satisfaction of the individual need for esteem ,reputation and competence as well as the opportunity to take initiative have a positive impact on training motivation .older as compared to younger athletes ; have reduced motivational needs for personal growth and training opportunity (warr's 1997) and (kanfer and Acker mans ,2004) assertion that older athletes have lowered motivational drives to perform new tasks ,and reduced motivational needs for career progression (Greller ,2000) cited by Dorienkooij,2007.

From the above primary and secondary data it can be understand that age distribution in the federation have a link with motivational factors. Since most of the respondents are found in the young age category 40% they may focus on motivational needs. For personal growth, training opportunity need for career progression and have higher motivational derive to perform new

tasks.

Table 4.1.3 Educational background of respondents

No	Educational level	Number of respondent	%
1	<12 Grade	10	50
2	certificate	3	15
3	diploma	4	20
4	first degree	3	15
total		20	100

As shown from the above table respondents who have diploma are 20%, 15% first degree, 12% completed 50% and certificate% respondents. According to the literature, where athletes have higher educational level, it may be more difficult for a federation to provide sufficient rewards as perceived by the individual to equalize the exchange. Hence more educated athletes, who are also typically more cosmopolitans and more mobile, could tend to be less committed to the federation and perhaps more committed to profession (they love and committed more their profession and they are not committed to the achievement of the federation goals and objectives) (Strees and Porter, 1983; 443-444). In addition, the research finding for more educated athletes indicated that these individuals want to be treated with respect and they want their contribution to be taken seriously (Allworth juniper, the effect of the age and gender on motivation to work, 8th industrial and organizational conference, 27 June 2009).

From the above literature it can be understood that there is a link between educational level and motivation. Since the majority of the respondents 50% are lower level educated athletes and the federation may not face a challenge as compared to high educated athletes to provide reward in the work place.

But according to the hierarchy of Maslow's needs theory and Herzberg's two factors theory, there are arguments where athletes will want comfortable environment and enough money to support themselves and they will be motivated to work (Maslow's needs theory; lower level hierarchy) and hygiene factors when present, prevent dissatisfaction, they include job context or environment such as pay policies, working conditions, etc. the presence of this does not lead to satisfaction. On the other hand, even though, lower level educated athletes not challenges to be motivated by extrinsic rewards (e.g. money) as compared to higher level educated athletes, the

government reward system has created a bottlenecked to provide sufficient reward and it is beyond the capability of the targeted organization to motivate athlete as it needed. So this issue needs attention by top management (governments) in order to create favorable environment to athlete in the work place.

Table 4.1.4 The experience of the respondents

no	experience	Number of respondents	%
1	1-4	8	40
2	5-8	9	45
3	9-12	3	15
4	>15	0	0
Total		20	100

As the researcher has seen the above table respondents who have an experienced of below 1 and 4 years are 40 % ,5-8 years services 45% and between 9 and 12 are 15% .This indicates that , more of the athlete in the federation have less service . It also tells as there has been high turnover in the study area.

On the other hand, according to the literature, work experience, that have found to be related to commitment (stress and porter ,1983 ;443-444) . In addition ,athlete with prior working experience in private and public sector seem to promote the use of extrinsic rewards in order to advance performance Allworth juniper, June 2009. There for ,from the above evidence it can be understand that work experience and motivation have a relationship in the work place .In addition data collected through interview from coach bodies also assured ,the presence of the athlete turnover and more than 19 athletes were leave from the federation within one year .As the coach expressed the main cause of turnover are ;disagreement with the federation ,lack of incentive ,and to do their own business. In addition to the above cause turnover of the athletes are by their weakens that means they cannot fulfill the requirement of the standards they would leave of that federation.

From the above mentioned ideas we can understand that there is a critical problem regarding turnover in the federation since turnover is the result of dissatisfaction of athlete sit may call for the coaches' attention in the targeted federation.

4.2 Analysis of Finding

As it is known, the base for this analysis is the response of respondents from the given questionnaires .The questionnaires were given clearly and briefly by translating in tom their own first language and it enables them to explain more idea for open and closed questions in easiest way.

Table 4.2.1 Respondents understanding about the goal and strategy of the federation

Item	Number of respondents	Percentage
Full understanding	12	60
Moderate understanding	6	30
Limit understanding	2	10
No understanding	-	-
Total	20	100

As shown from table 4.2.1 more than half of the respondents 60% verified that they have full understanding about the objective and the strategy of the federation. The second group comprises 30% of respondents as they are moderately aware .Finally 10% individual said that he /she has limited awareness about the strategy of his own federation .From the above view point ,the majority of respondents 60% ,assured that ,there is no such a big problem about understanding of the objective and strategy of the federation by the athlete .This implies that ,the majority of athletes have understanding about the federation goal and strategy they will be motivate to accomplish their tasks effectively .Because ,if an athlete both understand and accepts a particular goals and strategy , they can directing their attention and their efforts and increase persistence in the federation.

Table 4.2.2 Responses to level of participating in planning system in the federation

Item	no. of respondents	%	remarks
Very high	1	5	
high	3	15	
medium	6	30	
low	7	35	
Very low	3	15	
total	20	100	

In the response to item stated that the respondents to level of the participation in planning system is 35% low, 30% medium ,15% are high and very low and 5% is very high . Hence there is a gap to participate the athlete in the Ethiopia athletics federation planning system therefore the athlete de motivated because of nonparticipating in the planning system. On the other hand , as the information obtained from the review literature to participate athletes in the management system ,they gain a clear understanding of the situation ,become more committed to successful implementing the decision that are mad and gaining feeling of satisfaction from being responsible for thing going well. So to make the athlete more and more confidential for their job (task) in the EA F by including the athletes

Table 4.2.3 Response to decision making

Item	Number of respondents	Percentage
Very participation	1	5
Participation	3	15
Very little participation	4	20
Non participation	12	60
Total	20	100

Participation management is the process where team leaders share a signified degree of decision making power their immediate coaches (organizational behaviors Stephen P. Robbins pp 192-193).

Furthermore in terms of hygiene theory, participation management could provide athletes with intrinsic motivation by increasing opportunities for growth, responsibility ,and involvement in the work it selves .similar ,the process of making and implementing a decision ,and then seeing it work out can help satisfy athletes need for responsibility ,achievement ,recognition ,growth and enhance self esteem . In line with the above discussions athletes were asked to evaluate how decision making is take place in their federation .according to this 5% of respondents replied that decision making in the federation is very participatory , 15%of respondents said that it is participatory ,20%and respondents answered almost noon participatory and finally 60%responded that totally non participatory .since the majority ,and about 60% of respondents respond to the decision making process in the federation is non -participatory ,it is possible to say there is highly limited participation of athletes . This implies that the majority of athlete became dissatisfied to perform their tasks; in turn the federation could not achieve its objectives (goals)

Table 4.2.4 Responses towards the relationship between coach and athletes

Item	No of Respondents	%	Remarks
Strongly agree	4	20	
agree	8	40	
Moderately	6	30	
Disagree	2	10	
Strong disagree			
total	20	100	

In responses from the above table 4.2.4 stated that the relationship between coach and athletes is 40% agree, 30% moderate, 20% strong agree and 10% disagree .As getting from the table information the majority of the respondents replied that relationship between coach and athletes are constructive even if (however) 10% of the respondent are disagree the relationship of coach and athletes.

Table 4.2.5 response towards establish a good condition for strong relationship among athletes

Item	No. Of responses	%	Remarks
Strongly agree	11	55	
Agree	6	30	
Moderate	1	5	
Disagree	1	5	
Strongly disagree	1	5	
Total	20	100	

According to the above table 55% of the respondents replied that strongly agree the federations establish good conditions for strong relationship among athletes ,and also 30% agree this ideas ,however 5%of the respondents replied that moderate ,disagree ,and strongly disagree .This indicates that it will need further study for the future researcher.

Table 4.2.6 Responses being athlete of this federation.

item	no. of the respondents	%	Remarks
Very happy	12	60	
happy	8	40	
sad			
Very sad			
neutral			
total	20	100	

Concerning the above table information that 60% of the respondents' responses that their feelings for being athletes of EAF are very happy and also 40% are happy. By getting the above evidence almost all athletes are very happy being they are athletes of the federation.

Table 4.2.7 Responses to communicate feeling, suggestion and grievances

Item	Number of respondents	Percentage	Remarks
Very satisfaction	3	15	
Satisfaction	2	10	
Fairly satisfaction	5	25	
Dissatisfaction	10	50	
Very dissatisfaction			
Total	20	100	

Communication foster motivation by clarifying to athlete what is to be done, how well they are doing, and what to be done to improve performance .The formation of specific goals, feedback on progress towards the goal and reinforcement of desire behavior all stimulate motivation and require motivation. The communication that takes place within the group is the fundamental mechanism by which members show their frustration and feeling of satisfaction. Communication, therefore, provides a release for the emotional expression of feeling and fulfillment of social needs.

Concerning to communicate feelings ,suggestions and grievance ,15% of the respondents responded he/she was "very satisfied "about 10%of respondents are replied that they were satisfied , 25% of the respondents replied that they were fairly of satisfied and 50% of respondent answered they were dissatisfied .It can be easily understood that the interrelation ship of athlete and the federation is not the smooth and cooperative .This might result into ,winding the gap between the coach and the athlete which may have a direct impact on motivation of athletes to perform their task effectively.

Table 4.2.8 Responses the attitude of the society towards your work .

Item	Number of the responses	percentage	Remarks
Very positive	4	20	
Positive	6	30	
negative	8	40	
Very negative			
neutral	2	10	
total	20	100	

In response to an item stated the responses of the respondents are 40% replied that negative attitudes of then society ,30% of positive ,20% very positive and 10% neutral for the attitude of the society towards their work .since the society is the most influential of the athletes performance .however ,depends on the above data the attitude of the society towards athlete work the majority 40% of respondents responded that the negative attitudes towards the athletes works so this indicates that affects the athletes motivation to perform good results .

Table 4.2.9 Responses training condition is difficult to perform the task in the trucks

Item	No .of the respondents	%	Remarks
Strong agree	4	20	
agree	1	45	
Disagree	3	15	
Strong agree	4	20	
Do not know			
total	20	100	

In responding to what training condition is difficult to perform the task in the trucks, about 45% indicating that agree it is difficult to perform the task in the trucks, 20% of the respondents replied that very agree the training condition is difficult to perform the task, 20% of respondents replied that strongly disagree to difficult for training conditions and also 15%of the replied that disagree to difficult for training condition to perform the task in the trucks.

Table 4.2.10 Response about how much the federation fulfills the highest value.

Item	Number of respondents	Percentage
All of them	6	30
Partially	5	25
None of them	9	45
Total	20	100

In response to an item stated the response of the federation to the highest rate is 30% of all of them, 25% partially and 45% none of them. In general the athlete response indicates the federation gives only some consideration to the mentioned factors. Hence there is a gap between what the athlete needs to be satisfied in the federation and what the management used motivation factor to motivate athlete in the surveyed federation .

On the other hand ,as the information obtain from the interview the coaches said that they have fully used motivational factor to motivate athletes such as by improving the training condition (incentives ,adequate too, equipment materials and supplies) ,promote athlete based on score and experience by providing opportunity for rewards (intrinsic and extrinsic) to competent athlete and prize for athlete good performance .as we have seen from the above ideas they coach opinion contradicts with the athlete response. Because the athlete expressed their response indicates, the federation gives only few consideration to the motivational factors.

Table 4.2.11 Response to feedback on performance

Item	Number of respondents	Percentage
Very often	2	10
Often	2	10
Seldom	7	35
Very seldom	8	40
Not at all	1	5
Total	20	100

Theories of human resource management confirm that feedback is one of the critical elements of performance appraisal system and appear necessary for goals setting to work because it allows people to compare their performance against goals (Lock's concepts of goal setting). Concerning feedback 10% of respondents replied that the feedback is very often, about 10% of respondents ensured that the feedback is often, for about significant number of respondents 35% responded that the feedback is seldom, 40% of responses said that the feedback is very seldom, and finally 5% individual responded that feedback is never present in the federation.

From the above data, it is possible to understand there is a problem of giving feedback to athletes for their performance. Even though, feedback is one of the tools which motivate athletes; it is not carried out properly in the targeted federation. This might seriously affect athlete motivation to perform their tasks effectively.

Table 4.2.12 Responses the constructive and participative rewarding system in the federation

Item	Number of respondents	Percentage
Strongly agree	12	60
Moderately agree	2	10
Agree	6	30
Disagree		
Strongly disagree		
Total	20	100

From the above data 60% of the respondents stated that they are strongly agree about the constructive and participative rewarding system in the federation, about 10% of the respondents are moderately agree about the rewarding system in the federation and finally 30% of the respondents also agree in the above rewarding system. The major of the respondents are strongly agree about the constructive and participating rewarding system in the federation, however it needs further study to relate it the factors affecting athletes motivation.

Table 4.2.13 Response to reward with praise to well performance

Item	Number of respondents	Percentage
Very often	1	5
Seldom	3	15
Very often	6	30
Never	8	40
Total	20	100

In responding to question how often the supervisor rewards the athletes with praise when performed well, about 5% of respondents gave very often .15% of respondents said that rewards with praise when performance is seldom, where as 30% of respondents applied that the reward with praise is very seldom and finally 10% of respondents answered the question the reward with praise to well performance is never practical.

The theories of motivation we have discussed in chapter two, assumed that people are motivated by different needs and that will be motivated if the federation provides rewards or incentives that enable them to meet these needs.

Reward us directly linked with expectancy theory .To exert extra effort a person must believe that their effort will increase the probability of obtaining the rewards.

Motivating athlete is the most important and universally accepted managerial functions that enable federation to utilize the full potential of their athlete in ensuring quality out come and score .There for it is difficult to think about sustainable improved performance without motivating athlete by rewarding good performance.

This comparative rating shows that existence of gap which leads the rehearse to the conclusion that the federation need to work more toward the culture of appraising a good performance and this will be a good feedback which lea to motivate athlete .

In addition ,data collected through interview from coach bodies also ensured that ,the cause of low performance of athletes where not only the problem of giving feedback as mentioned on table 4.2.11 and the management not giving rewards with praise as mentioned on the table 4.2.13 but also lack of the skills , ability knowledge and experience turnover the athletes ,lack of the

commitment , lack of management commitment and lack of access of education . Fro the above information we can understanding that there are critical problem that hinder the performance of the athletes .this implies that , athlete s performance is not tied with motivational factors in the target federation furthermore ,the coach assured that the federation goals and objects have not achieved because of the above mentioned problems.

Table 4.2.14 Fairness and equity of reward allocation distribution

Item	Number of respondents	Percentage
Extremely fair and equity	2	10
Fair	5	25
Unfair	8	40
Extremely unfair	5	25
Total	20	100

The above statistics show that of respondents found their federation reward allocation extremely fair and equity, those who responses as fair are 25% of the total respondents ,where as 40% of respondents replied there are un fair treatment of athletes regarding reward allocation and finally 25 % of respondents responded that her are extremely un fir reward allocation in the selected federation .This indicates that there are no fair and equity reward allocation in the federation.

According to the equity theory as mentioned in the review literature, the above summary shows that there is the gap between what is the theory suggested and the actual practice has happed in the selected federation.

Table 4.2.15 Response to the role of the athletes in the performing of the task

Item	Number of respondents	percentage
Very low	4	20
high	25	25
moderate	7	35
low	3	15
Very low	1	5
total	20	100

The above table shows that the respondents' response for their role in performing the task was very high, high, moderate, low and very low for 20%, 25%, 35%, 15 %and 5% respectively.

Since, only 25%of the respondents have a high role in performing the task,it is possible to understand that more than half of the athletes are performing with limitation .this implies that ,there might be some motivational related problems affecting the performance of the athlete and as the result the mange met did not effectively utilize the human resources of the federation .

Table 4.2.16 Response to what extent the reward system is tied to work place

Item	Number of respondents	percentage
Very well	2	10
Well	4	20
To some extent	8	40
Not at all	6	30
Total	20	100

In responding what existence the reward system in the federation is tied, about 10% indicating that it is very well tied to their work place, 20%about of the respondents responded that the reward system is well tied to their work place or performance result, 40%of the respondents replied that the reward system tied to some extent to their performance result and finally 30%of the respondents answered totally not tied to their work place. Obviously, it is understand that the organization reward system is not tied to athlete performance. But really the reward must be directly and specifically associated with improved performance and there by administrated properly, so as to improve the federation performance.

The above discussion and comparative result of the respondents shows that the existence of the gap and this clearly lead to the conclusion that the federation need to work more to address this issue well and narrow down the gap .unless the gap is bridged the athlete turn over will increase and the federation survival will being questions.

Table 4.2.17 competence of the management

Item	Number of respondents	Percentage
Very competent	2	10
Moderate	9	45
Incompetent	6	30
Difficult to judge	3	15
Total	20	100

As show the above table , 10%of respondent expressed their evaluation as being the presence of very competent management , 45%respondents replied that the management moderate competent ,30%respondent expressed their opinion the management is incompetent , and finally 15%of the respondents said that it is difficult to judge whether the management is competent or not .

According to the literature of competent management and team leader can motivate athlete by making the training environment comfortable. Team leaders needed to understand the motivational needs of individual and groups. They need to work out the plan encompassing with some point that are beneficial for athletes and groups ,at the same time they are in the line with goals and strategies of the federation ([http://www. Joe.org /juoe /1998](http://www.Joe.org/juoe/1998)) rbs ,php.

The above primary data shows as there are only 55%of the respondent s who believed that in the presence of the management competence within their federation .In the contrast ,the data indicates that there is no management competence of the desired level of the in the federation for the majority of the respondents that constitute about 30%from the above data and literature, it is possible to understanding that there is a lack of the management competence in the federation , so the federation is found to be constrained to address the motivational needs of the athlete s as well as to work out a plan that are beneficial for athlete and are in the line with goals and strategies of the federation.

Table 4.2.18 Responses when they make a mistake they coach provides with constructive advices

Item	Number of respondents	Percentage
Strongly agree	12	60
Agree	5	25
Moderate		
Disagree	3	15
Strongly disagree		
Total	20	100

The spastically data presenting the finding shows that more than average respondents that are 60% asserted respondents strong agree the coach provide contractive advice. Even though, more than average showed positive feedback is given ,it is not advisable to bypass the 15% which the respondents valued that the coaches for silly mistakes because poor coach relationship play a vital role in discouraging athletes willingness to contribute ideas .Therefore the relationship between athlete and coach need to improve in that particular federation.

Table 4.2.19 response to the immediate supervisor coach focused

Item	Number of respondents	Percentage
Task	11	55
People	3	15
Both	6	30
Don't know		
Total	20	100

In the response to an item stated the supervisor approach in the federation, about 15% of respondents replied that the approach of coach or team leader in the federation is people oriented, where as 55% of the respondent said that the team leader/coach task oriented and finally 30% of

respondents responded that the team leader/coach focused on both people and task oriented approach in the work place.

Supervision is among the factors that consistently cited by many literature in the area of motivation as having motivational impacts .According to vroom,1964,pp212 identified the nature of supervision as one of the important determinants of the workers motivation for the higher performance .Vroom suggested that consideration by supervisor for the needs or feeling of his subordinate has positive effect on their motivation to perform this job effectively .the more considerate supportive or athletes oriented supervisors , the greater extent which to which his subordinate will strive to do their job well.

from the above data, even though 30% of respondents responded to there is people oriented management and is not negligible, it can be concluded that there is a wide gap in making the system to be people oriented since, 64% of the respondents responded to the system of the federation is task oriented .This implies the management of the federation did not properly consider the advantages of people oriented approach. As a result athlete’s motivation may suffer to effectively perform their job.

Table 4.2.20 Response to evaluate the overall effectiveness of the performance system in the federation.

Item	Number of respondents	Percentage
Very satisfying	1	5
Satisfying	8	40
Dissatisfying	10	50
Very dissatisfying	1	5
total	20	100

In the response to an item stated clarity and effectiveness of performance evaluation in the federation about 5%individual ensured the question the effectiveness of performance evaluation is very satisfied ,about 40% of respondents replied that the effectiveness of performance evaluation is satisfied , where as the majority of the respondents ,50%ensured that effectiveness of performance evaluation is dissatisfied and finally (one individual or 5% of the respondents said

that the effectiveness of performance evaluation is very dissatisfied .

Table 4.2.21 Factors that affect athlete’s motivation

no	I your opinions which are the major factors that affects athletes motivation.	No of respondents that said yes		No of respondents that said no	
		Number of respondents	Percentage	Number of respondents	Percentage
1	Lack of participation	17	85	3	15
2	Coach style	15	75	5	25
3	Lack of incentive	16	80	4	20
4	Poor feedback system	13	65	7	35
5	Poor athlete coach relation ship	4	20	16	80
6	Training interference in the work area	10	50	10	50
7	Attitude of the society	12	60	8	40
8	Attitude of the athletes to the work	19	95	1	5
9	Training condition	18	90	2	10
10	Training itself	14	70	6	30

Table 4.2.21 indicates the major factors that affecting athletes motivation studies indicate that there are different factors ,that limit athletes motivation to perform high results , see the respondents their own different reasons and replay.

As indicated table 4.2.21 about 85 percent of the respondents said that lack of participation is one of the major factors that affect athletes motivation,80 percent of the respondents said that lack of incentives,75 percent of the respondents said that coach styles are the major factors of the athletes motivation ,65 percent ,20 percent , 50 percent , 60 percent , 95 percent ,90 percent and 70 percent are poor feedback system , poor athlete coach relationship, training interference in the work area, attitude of the society , attitude of the athletes to the work , training condition

and training itself are the major factors that affects athletes motivation in the Ethiopian athletics federation respectively. In the other side's 80 percent of the respondents are said that there is no poor athletes and coach relationships and 50 percent of the respondents said there is no training interference in the work area. By the above reasons the athletes motivation are decreases as result of this the federation goals are not achieved in excellent ways.

As finding through open ended questions from the respondents the roles of federation sport commission to motivate athletes are as follows;

- ✦ it provides different sport cloths
- ✦ facilitate the stadiums
- ✦ give a chance to compute other clubs with in and out of the country

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary

. The research findings indicate that the background of the respondents such as sex, age, education level and work experience have a link with motivational factors and found to have considerable impact on athletes motivation as the primary and secondary data shows this

.Even though ,the majority of the respondents ,about 60% ,have replied for they have full understanding about their federation goals and strategies and the remaining 10% of the respondents are not negligible ,it has been found clear to understand that there is an immediate need to take measure . This would help the federation to attain its objectives effectively.

. The role of athletes I performing their task found to be at moderate level. This shows that there might be some work related motivational problems that affect athletes performance .This as result leads the federation not to enjoy the success that found from having highly motivated athletes.

According to the primary data ---of respondents indicate that the competence of the management in the federation found to be considered to address motivational needs of athletes as well as to work out a plan that are beneficial for athletes in line with goals and strategies of the federation's.

. Both intrinsic and extrinsic factors were found to be important motivational factors. Thus almost the majority of the respondents have considered those factors as having considerable impact on other motivational at work place.

.According to table 4.2 the majority respondents assured that ;clarity of performance appraisal , rewards system based on performance appraisal, reward system based on performance and outcome of the athletes promotion were found to be important factors and have considerable impact on motivation to work in the target federation.

.Participation I decision making, constructive criticism and sympathetic help with personal problems were found to have consideration able motivational impact to athletes in the target federation and determine athlete's performance.

The athletes' responses indicate that, the federation gives only few considerations to the

motivational factor which have a significant impact to athletes' motivation. And there were found to have a gap between what the athletes need to be satisfied in the federation and what the management coach have tried to motivate athletes in the surveyed federation.

Fairness and equity within and outside other similar federations were found to be not fair and equitable regarding rewards allocation, (intrinsic and extrinsic rewards) in the federation. Hence the comparative looking shows the existing performance gap between what is the theory suggested (as discussed in chapter 4) and the actual practice has happened in the selected federation.

As the majority respondents () assured that the rewards system were found to be not tied with athlete performance .as it has discussed in chapter 4 , the rewards system such as incentives , promotion , recognition, and training opportunity were not properly provided to athletes based on their performance in the target federation . So there is a gap between the theory suggested and actual practice of the federation..

The majority about 60% of the respondents replied the decision making process in the federation has found to be non participatory .from this it is possible to say there is highly limited participation of athletes.

Communicating feeling as suggestion and grievance the federation were found to be unsatisfactory and it can be easily understood that the interrelationship of athletes and the management of federation is not smooth and cooperative. This might result into widening the gap between the management and athletes which may have a direct impact on motivation of athletes to perform their tasks effectively.

As 40%, about significant number of respondents, replied that there is a problem of giving feedback to athlete for their performance . Even though, feedback is one of the tools which motivate athletes, it is not carried out properly in the target federation.

The team leader approach in the federation found to be task oriented. Even though, people oriented approach is important determinants of athletes motivation for the higher performance, the federation did not applied properly and there is a gap in making the system to be people oriented.

5.2 Conclusion

Based on the data presented and analyzed in chapter four, from the responses of athletes through questionnaire and interview conducted with different coaches' bodies, the following conclusions are generated.

- ⤴ The survey results have shown as more than the average proportions of the athlete are presently in the de motivated category. Because, the research finding indicates that the majority of the respondents regarding their motivation to work is existed at allow level. Thus, this can be at tested by different evidence: the reward system is not tied to athletes performance, athletes involvement indecision making process is non participatory, communication of athletes feelings, suggestion and grievance were unsatisfactory as well as feedback on performance is not properly carried out obviously, this down their level of deduction and commitment to works as result it weakens the federation to be achieve its objective.
- ⤴ The attitude of respondents towards motivational factors is almost compatible with motivation theories views that considered motivation as an important instrument to make athletes satisfied and committed in the federation to increase performance and effectiveness.
- ⤴ The critical factors that affects athletes motivation and the majority of athletes have attached to high motivational value for these factors such as intrinsic rewards like recognition interesting training opportunity for growth, achievement, as well as the extrinsic factors like good training conditions, good salary, further more clarity of performance appraisal, reward system based on performance, participation and others as work related motivational factors.
- ⤴ The data presented and analyzed in chapter four shows that there are gaps between what the athletes expects to gain from their work place and what the federation practically happened at present. Hence, those gaps can be expressed as; treatment of athletes unfair and equitable within and outside other similar federation, there rewards system is not tied with athletes performance, decision making in the federation is not participatory and feed back is not given to athletes performance and this leads to adversely affecting athletes moral and performance and in turn, affect the federation capacity to insured quality performance.

Generally, even though, it is difficult to totally avoid de motivation of athletes in the target federation, because of the complex behavior of human being and a variety of factors affecting athletes' motivation, it is possible to achieve a reasonably satisfactory level by taking necessary steps to improve performance and training satisfaction of the athletes.

5.3. Recommendation

Motivating athlete is the most important and universally accepted management function in any organization or federation utilizes the full potential of their athletes in ensuring quality performance.

The finding of the study indicates that in the study area coaches should attempt to motivate their athletes and improve performance by emphasizing on extrinsic and intrinsic rewards by considering sex, age, educational level and training experience of athletes, because they have motivational impacts in the training place .most important, the federation coach need a new conceptualization of how extrinsic and intrinsic motivation athletes.

Well studied and clearly identified motivating factors needs to be institutionalized by the athletes training development department to augment staff moral, performance, out come and satisfaction.

- ⤴ The federation should take steps to create the training environment that all athletes feel fairly and equitable treated within and outside similar federation.
- ⤴ The federation should design a reward system in such a way that athlete can see the existence of a relationship between their performance and what they gain in return (performance reward linkage). It is also advisable to have performance appraisal that is clearly seen by the athletes (it should be transparent).
- ⤴ Respondent have given equal weight to monitory and non monitory incentives , thus management should adjust by taking in to consideration the athletes performance , training content , training load and status in order to motivate the athlete for better performance .
- ⤴ The athlete should be provided with feedback about their performance frequently. In general the athletes; performance must be properly recognized and this must be communicated in the form of feedback accompanied by praise and constructive criticism.

- ✦ The communication between coach and athletes should be democratic and participatory.
- ✦ The competence of the management should be improved through short term and long term training.
- ✦ The federation should mitigate athletes turn over, by considering diversity of factors, rewards system, proper handling of athletes and group relation that combine to influence the decision to leave or stay.

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1. How much do you understand the goal and objective of your federation?
a) full understanding b) moderate understanding c) limited understanding d) no understanding
2. In the athletics federation the level of participating in planning system is:
a) Very high b) high c) medium d) low very low
3. Decisions made in your Ethiopian athletics federation are:
a) Very participatory b) participatory c) little participatory
d) Very little participatory e) non participatory
4. The relationship between coach and athletes are constructive.
a) Strongly agree b) agree c) moderate d) disagree
e) Strongly disagree
5. The athletics federation is establish a good condition for strong relationship among athletes
a) Strongly agree b) agree c) moderate d) disagree
e) Strongly disagree
6. What do you feel with being athlete of this federation?
a) Very happy b) happy c) sad d) very sad e) neutral
7. How do you feel about the opportunities to communicate your feelings, suggestions, and grievances management?
a) Very satisfied b) satisfied c) fairly satisfied d) dissatisfied e) very dissatisfied
8. What is the attitude of the society towards your work?
a) Very positive b) positive c) Negative d) very negative e) neutral
9. The training condition is difficult to perform the task in the trucks.

- a) Strongly agree b) agree c) disagree d) strongly disagree
e) Don't know

10. How the Ethiopian athletics federation fulfills the highest value you give?

- a) All of them b) partial c) none of them

11. How often are you provided with feedback about your performance?

- a) Very often b) often c) seldom d) very seldom
e) Not at all

12. There is constructive and participative rewarding system in the federations

- A) Strongly agree B) Moderately agree C) agree D) Disagree E) Strongly disagree

13. How often your team leader rewards you when you perform well?

- a) Very often b) often c) seldom d) very seldom e) never

14. In your federation reward allocation addresses the issue of fairness and equity?

- a) Extremely fair and equitable b) fair c) unfair d) extremely unfair

15. How do you rate your role in performing the task in the club?

- a) Very high b) high c) moderate d) low e) very low

16. In your opinion, to what extent the reward system is tied to your performance result?

- a) Very well b) well c) to some extent d) not at all 17. How do you evaluate the competence of your federation management according to your perception?

- a) Very competent b) moderate competent C) incompetent
d) Difficult to judge

18. Your coach provides you with constructive advices when you make a mistake

- a) Strongly agree b) agree c) moderate d) disagree
- e) Strongly disagree

19. Does your immediate coach focused on?

- a) Task b) people c) both d) don't know

20 How do you evaluate the overall effectiveness of the performance min-ma system in your federation?

- a) Very satisfying b) satisfying c) medium d) unsatisfying
- e) Don't know

21. From the following which one is the most De-motivating factor of athletes in your office?
(You can choose more than one)

- | | |
|------------------------------------|---|
| a. lack of participation | f. training interference in the work area |
| b. coach style | g. Attitude of the society |
| c. lack of incentive | h. attitude of the athlete to the work |
| d. poor feedback system | i. training condition |
| e. poor athlete-coach relationship | j. training it self |

22. If you have other ideas about factors affecting athletes motivation in your federation list some: _____

23. do you mention what the sport commission contributes to motivate the athlete (if any)-----

Annex two

Interview for coach

- How much the training environment motivates athletes in your federation?

- How to select your athletes for Olympic competition?
- Is there any turnover of athlete in your federation? What are the main causes if any?
- What are the major problems in your federation regarding athletes performance?
- What should be done to solve the problems in your federation? (If any)?
- What are the means's to motivate athletes in your federation?
- As your federation effective and efficient to achieve the stated goals on your federation? If not what are the reasons.
- How to select athletes for rewards?

DECLARATION

This thesis is my original work, and has not been presented for a degree in any other university and that all sources of materials used for this thesis are duly acknowledged.

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Signature _____

Advisor's Name: Wondimu Tadesse (Ass. Professor)

Signature _____